# Rising Juniors

## **Programming session**

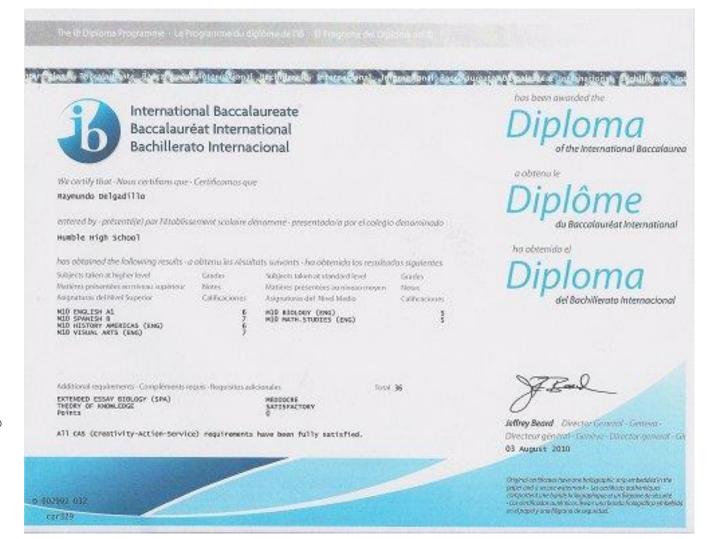
Eduardo Escudero, IB DP Coordinator Lesley Morter, IB School Counselor, CAS Coordinator



# Informative goals

- Learning how students get their IB
   Diploma
- 2. Learning how to select the **classes** for **Junior** and **Senior** year
- 3. Learning about Creativity, Activity and Service hours

# How do I get my IB DIPLOMA?



**IB SUBJECTS** 

F

**CORE ELEMENTS** 

- CAS
- **EE**
- TOK



#### **IB SUBJECTS**

- Earn a minimum of 24 points from the 6 IB groups + IB Core
- (3 **HL** courses + 3 **SL** courses)
- At least 12 points must be earned in the HL courses



## How subjects are graded

- from 7 to 1, with 7 being highest
- 1-3: no pass
- +5: High achievement

## HOW THE CORE IS GRADED

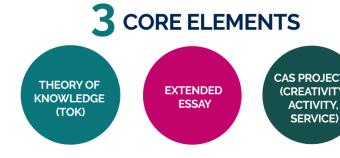
- EE AND TOK from A- E, with E being not passing
- CAS: Requirements have been fully satisfied



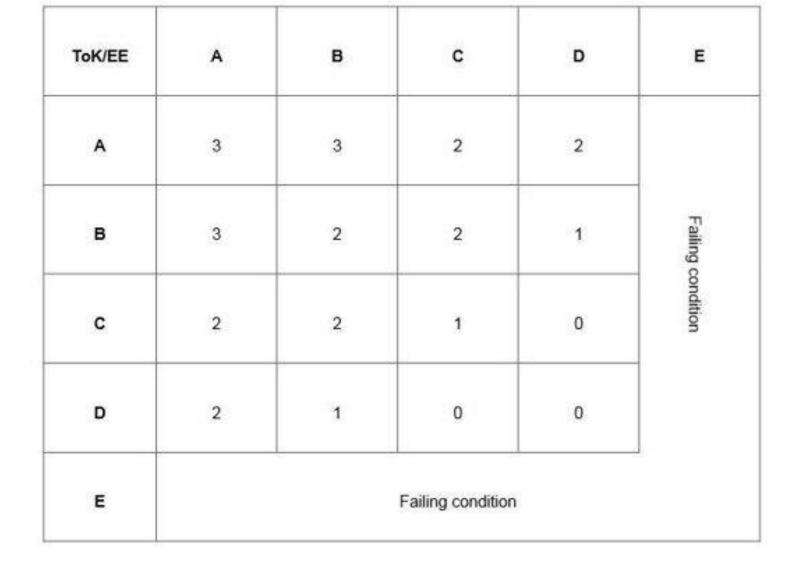
#### DP CORE

• The theory of knowledge (**TOK**) and extended essay (**EE**) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

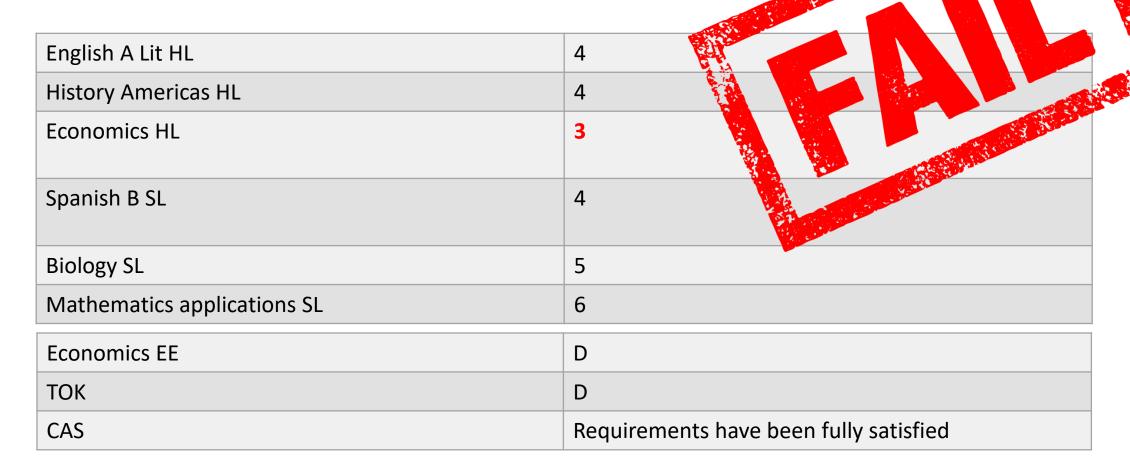




### EE AND TOK







English A Lit HL	4	
History Americas HL	4	
Economics HL	3	
Spanish B SL	4	
Biology SL	4	
Mathematics applications SL	4	

Economics EE	D
ТОК	D
CAS	Requirements have been fully satisfied

English A Lit HL	7
History Americas HL	5
Economics HL	6
French B SL	6
Biology SL	6
Mathematics applications SL	7

History EE	E
ТОК	D
CAS	Requirements have been fully satisfied

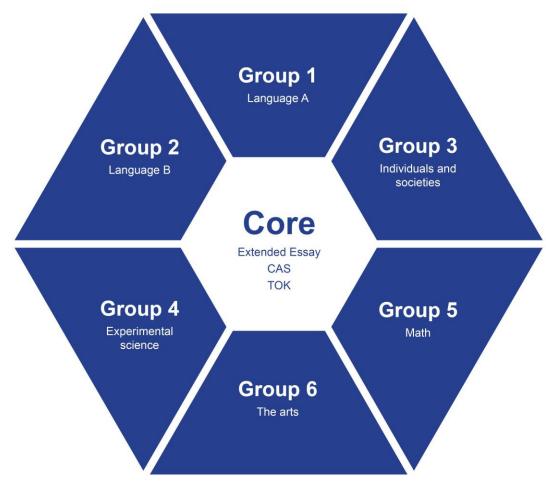
English A HL	5
History Americas HL	4
Psychology HL	5
Spanish B SL	5
Physic SL	2 APPROVED /
Mathematics applications SL	6
EE	D
ток	C
CAS	Requirements have been fully satisfied



#### **ENGLISH LIT A HL**

SPANISH B SL FRENCH B SL

BIOLOGY HL or SL CHEMISTRY HL or SL PHYSICS HL or SL



**VISUAL ARTS HL or SL** 

CONTEMPORARY
HISTORY HL or SL
ECONOMICS HL or SL
PSYCOLOGY HL or SL

MATH APPLICATIONS
SL
MATH ANALYSIS HL or
SL

# HL (High level) VS SL (Standard level)

HL	SL
You need to pass all the exams to get your IB diploma. You need 12HL points	You can fail and still get the IB diploma if you get high points in the other classes.
More curriculum	Less curriculum
Extra exam component	Smaller exam/components
More rigorous/ difficult exam	Less rigorous/ easier exam

# Teacher approvals and parents' consent

- You need a teacher approval for all HL sciences classes, and Math class. No teacher approval is necessary for Economics, Psychology or History.
- 4<sup>th</sup> HL class needs Mr. Escudero's approval.

 Students have received a green paper today, which needs to be signed by parents. It is due by Monday 12/04

# Electives

•Follow your passion if it is your motivation, we support you!

## Science – math path



**Chemistry**Melissa Golden
11-123



**Biology**Tiffany Oliver
1271



Judi Charley-Sale Math Analysis P-17



Physics-Manuel Montero 11-117



Biology Zachary VanDeman 1273



Joshua Saunders Math Analysis P-12



Steven Smith Math Applications P-14

## Social studies path



Economics/History-Melissa Mousseau 1202



History – Danielle Lucas 1204

# Pati

Psychology – Donald Pippin 1201

## Art path



Visual Art- Mary Wilson A208

## **CAS Hours**

• <u>Creativity, activity, service (CAS)</u> – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.



#### PRE-IB REQUIREMENTS

• 40 HOURS OF COMMUNITY SERVICE AT THE END OF THE SOPHOMORE YEAR.

#### DIPLOMA PROGRAM REQUIREMENTS

- 25 HOURS OF CREATIVITY
- 25 HOURS OF ACTIVITY
- 60 HOURS OF COMMUNITY SERVICE

## **EXAMPLES OF CREATIVITY**

TAKING A PERFORMING OR FINE ART CLASS (EXCLUDES IB VISUAL ART)

**BAKING** 

**SEWING** 

KNITTING

SPACE DESIGN

DRAWING/PAINTING

LEARNING TO PLAY A MUSICAL INSTRUMENT

PARTICIPATING IN A THEATER GROUP

PLANNING AN EVENT, ETC.

## EXAMPLES OF ACTIVITY CONTRIBUTING TO A HEALTHY LIFESTYLE

- RUNNING / TRAINING FOR A 5K
- WALKING AT A FAST PACE
- LIFTING WEIGHTS
- DANCING
- MARCHING BAND
- TRAINING FOR A SPORT
- SWIMMING
- PARTICIPATING IN ANY FHSAA SANCTIONED SPORT
- TAKING A P.E. CLASS SUCH AS HOPE, BASKETBALL OR TEAM SPORTS
- FLVS CLASSES SUCH AS PERSONAL FITNESS

#### STAGES OF CAS - IPARD





P - PREPARATION





**R-REFLECTION** 



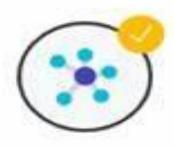
**D-DEMONSTRATION** 

#### The 5 Stages of CAS are:



#### INVESTIGATION

Students identify their interests. skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development.



#### PREPARATION

Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience



#### ACTION

Students implement their idea or plan. This often requires decisionmaking and problem solving. Students may work individually, with partners, or in groups.



#### REFLECTION

Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.



#### DEMONSTRATION

Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

## 7 LEARNING OUTCOMES OF CAS

#### crengths and as for growth

able to see as infinduals with billines and skills, of malere more developed in.

#### Demonstrate the skills and recognize the benefits of working collaboratively

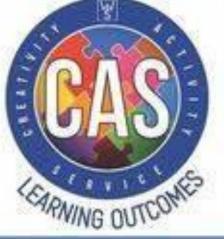
Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

#### Demonstrate that challenges have been undertaken, developing new skills in the process

A new challenge may be an undarrillar experience of an extension of an existing one. The monty acquired or developed skits may be shown though experiences that the student has not providedly undertaken or through increased expertise in an established area.

#### lemonstrate engagement with ssues of global significance

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.



#### Show commitment to and perseverance in CAS experiences

nudents demonstrate regular involvement and active engagement in CAS.

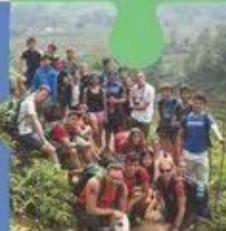
#### Recognize and consider the ethics of choices and actions

Students show awareness of the projequences of choices of actions in planning Carrying out CAS denoses

#### Demonstrate how to initiate and plan a CAS experience

Students can articulate the stages from concerning at idea to executing a plan for a CAS experience or series of CAS experiences.

This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a



# Thank you for your attention

QUESTIONS?